



1997-98 KIRIS ASSESSMENT

Open-Response Item Scoring Worksheet

Grade 8—Practical Living

The **academic expectation** addressed by the open-response item “Ready to Move” is

2.34 (Psychomotor skills) Students perform physical movement skills effectively in a variety of settings.

The **core content** assessed by this item includes

- Principles of motor skills refinement (e.g., accuracy, technique, physics)

Ready to Move

In most sports, players should get into the “ready” or “fundamental starting” position while waiting for the action (such as the ball, the puck, the birdie, or another player) to come to them.

- List **three** common elements of the “ready” or “fundamental starting” position in most sports.
- Fully explain how each of these elements can help a player be ready for the action.



SCORING GUIDE

Grade 8 Practical Living

Score	Description
4	Student lists 3 common elements of the ready (or fundamental starting) position and clearly explains how each element can help a player be ready for the action.
3	<p>Student lists 2 or 3 common elements of the ready (or fundamental starting) position and clearly explains how 2 of the elements can help a player be ready for the action.</p> <p>OR</p> <p>Student lists 3 common elements of the ready (or fundamental starting) position and provides a general explanation of how each or all (collective) of the elements can help a player be ready for the action.</p>
2	<p>Student lists up to 3 common elements of the ready (or fundamental starting) position and provides a clear explanation for 1 element or a general explanation for 2 elements.</p> <p>OR</p> <p>Student explains the overall importance of the ready (or fundamental starting) position without listing common elements. Response may focus on specific sports.</p> <p>OR</p> <p>Student describes at least 3 elements of ready (or fundamental starting) positions related to specific sport(s). May or may not explain the importance of the ready position.</p>
1	<p>Student lists up to 3 common elements of the ready (or fundamental starting) position with or without a general explanation for 1 element.</p> <p>OR</p> <p>Student provides a vague explanation of the importance of the ready position without listing common elements.</p>
0	Response is totally incorrect or irrelevant.
Blank	No response.



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Common elements of the ready position:

- Weight forward on balls of the feet (e.g., weight on toes, weight forward, weight leaning forward)
- Feet shoulder-width apart (e.g., feet apart, feet in straddle position, feet straddled)
- Bend knees (e.g., lower center of gravity, get lower to the ground or floor, lower body)
- Arms spread out (shoulder-width apart or slightly wider) and forward at waist level (e.g., arms out, arms spread out and forward, arms bent at elbows/extending forward)
- Eyes focused on ball or opponent (e.g., eyes on the ball, eyes following the ball/player)
- Bend/lean forward at waist

Full explanations:

- Allows player to move quickly in any direction (forward, backward, sideways)
- Contributes to well-balanced position; allows player to move quickly in any direction (forward, backward, sideways) by widening the base of support
- Contributes to well-balanced position; allows player to move quickly in any direction (forward, backward, sideways) by lowering center of gravity
- Contributes to balanced position; allows player to move arms up, down, or to sides quickly
- Enables player to move to correct position to catch, kick, strike, or volley the ball; enables player to effectively move with the opponent
- Contributes to a well-balanced position

General explanations:

- Helps player to move
- Helps player be ready for anything



ANNOTATED STUDENT RESPONSE

Grade 8 Practical Living

Sample 4-Point Response of Student Work

Student Response

Three common elements for a ready position in most sports are: standing with one foot in front of another and legs at shoulder width; being balanced on the balls of the feet; and knees and elbows slightly bent, sometimes leaning slightly forward.

Standing “sideways on” or legs shoulder width apart, one slightly ahead of the other, helps the player change directions faster, take off running faster, gives them more view of the playing field, and keeps them balanced and harder to trip or push over.

Being balanced on the balls of your feet gives you a quicker response time, and better reaction time. It also makes it easier to go from standing into a sprint. Bending knees and elbows do the same things, as well as lowering your center of balance, and making it harder for one to get pushed around.

← Student lists five common elements of the ready position (i.e., standing with one foot in front of the other and legs at shoulder width, being balanced on the balls of the feet, keeping knees and elbows slightly bent, and leaning slightly forward). Only three elements are required.

← Student clearly explains why “standing with legs shoulder width apart” can help a player be ready for the action (i.e., helps a player change directions faster and take off running faster; keeps a player balanced and harder to trip or push over).

← Student clearly explains why “being balanced on the balls of your feet” can help a player be ready for the action (i.e., gives a player better response/reaction time and makes it easier to go from standing into a sprint).

← Student clearly explains how “bending knees and elbows” can help a player be ready for the action (i.e., lowers a player’s center of balance, making it harder to get pushed around).

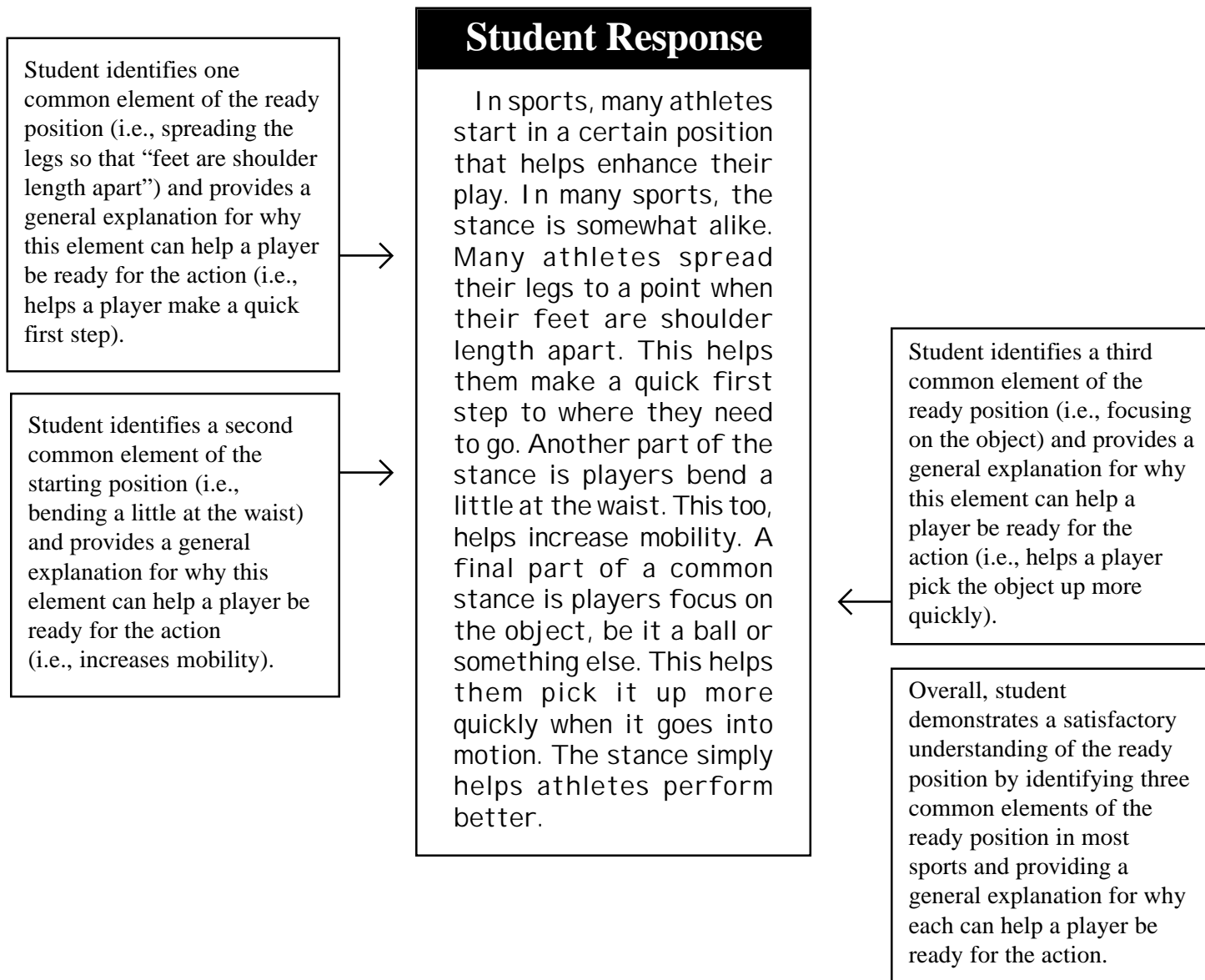
Overall, student demonstrates a solid understanding of the ready position by listing five common elements of the position (only 3 are required) and clearly explaining how three of the elements can help a player be ready for the action.



ANNOTATED STUDENT RESPONSE

Grade 8 Practical Living

Sample 3-Point Response of Student Work





ANNOTATED STUDENT RESPONSE

Grade 8 Practical Living

Sample 2-Point Response of Student Work

Student Response

One of the starting positions is the track starting position. It is were you get down and set your feet on the pigs and with both hands in front. The second starting position is in football. This is a 3 or 4 point stance. In the three point stance you have one hand down along with both feet. The four point stance is with both hands and feet. The third and final stance is in baseball. There are several different stances depending on were you play. If you are bating than everyone has a different stance or rhthem they go through. One is to position there feet the way they want them and then put the bat the way they like above their shoulder.

In the track stance he is ready for the gun to shot and get a quick take off. The football stance he is ready for the quarterback to say hut so he can get a jump. The bating stance is one that you can be ready for the ball to be released by the pitcher.

← Student gives examples of specific actions players can take to get ready in three different sports (i.e., track, football, and baseball) rather than discussing common elements of the ready position in most sports.

← Student provides some explanation of how the different starting positions can help a player be ready for the action.

Sample 1-Point Response of Student Work

Student Response

Plant your feet apart on the floor, be ready to take the ball or puck or whatever, be relaxed.

If you plant your feet apart on the floor you can't get knocked down, if your ready for what's coming you can play better, and if your relaxed you won't be as nervous and you can also play better.

← Student lists one common element of the ready position in most sports (i.e., plant your feet apart on the floor). Student attempts to list other common elements (i.e., be ready to take the ball or puck and be relaxed). While important in sports, these are not common elements of the ready position.

← Student provides a general explanation for why "planting your feet apart on the floor" can help a player be ready for the action (i.e., so you can't get knocked down). The other explanations provided are not related to common elements of the ready position.



INSTRUCTIONAL STRATEGIES

Grade 8 Practical Living

The open-response item “Ready to Move” assesses (1) students’ knowledge of the ready (or fundamental starting) position and (2) students’ understanding of how the ready position facilitates performance in sports.

Explain common elements of the ready position and discuss how each element can help a player be ready for the action in a variety of sports.

Demonstrate the ready position, showing students how to correctly perform each of the common elements.

Invite coaches and athletes from professional, college, or high school sports teams to speak to the class about the importance of the ready position in their sports.

Remind students of the ready position when teaching skills in specific sports. Coach students to use the ready position when playing sports in physical education classes.

Have students work individually, in pairs, and/or in small groups to complete any or all of the following activities:

- Watch video clips of various sporting events. Look for examples of players assuming the ready position, and discuss how the position facilitates performance in each of the sports viewed.
- Practice each element of the ready position on its own and then practice the ready position (i.e., perform all elements of the position simultaneously).
- Practice ready position drills. For example, students can assume the ready position, then respond to some action (e.g., a ball being thrown or kicked to them), and then reassume the ready position to prepare for the next action. Students can also engage in comparison activities (e.g., responding to a moving ball with feet together versus responding to a moving ball with feet shoulder-width apart).